

Multimedia Communications Curriculum Framework



This document was prepared by:

Office of Career Readiness, Adult Learning, and Education Options
Nevada Department of Education
755 N. Roop Street, Suite 201
Carson City, NV 89701

www.doe.nv.gov

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Vision

All Nevadans ready for success in the 21st century

Mission

To improve student achievement and educator effectiveness by ensuring opportunities, facilitating learning, and promoting excellence



Introduction

The Nevada Career and Technical Education (CTE) Curriculum Frameworks are a resource for Nevada's public schools and charter schools to design, implement, and assess their CTE programs and curriculum. The content standards identified in this document are listed as a model for the development of local district programs and curriculum. They represent rigorous and relevant expectations for student performance, knowledge, and skill attainment which have been validated by industry representatives.

This curriculum framework ensures the following:

- CTE course(s) and course sequence teaches the knowledge and skills required by industry through applied learning methodology and, where appropriate, work-based learning experiences that prepare students for careers in high-wage, high-skill, and/or in-demand fields. Regional and state economic development priorities shall play an important role in determining program approval. Some courses also provide instruction focused on personal development.
- CTE course(s) and course sequence includes leadership and employability skills as an integral part of the curriculum.
- CTE course(s) and course sequence is part of a rigorous program of study and includes sufficient technical challenge to meet state and/or industry-standards.

Nevada Department of Education
Curriculum Framework for
Multimedia Communications

Program Information

Program Title:	Multimedia Communications
State Skill Standards:	Multimedia Communications
Standards Reference Code:	MMC
Career Cluster:	Arts, A/V Technology and Communications Career Cluster
Career Pathway:	Journalism and Broadcasting Career Pathway
Program Length:	2-year, completed sequentially
Program Assessments:	Multimedia Communications Workplace Readiness Skills
CTSO:	DECA, FBLA or SkillsUSA
Grade Level:	9-12
Industry Certifications:	See Nevada’s Approved Certification Listing

Program Purpose

The purpose of this program is to prepare students for postsecondary education and employment in the Multimedia Communications industry.

The program includes the following state standards:

- Nevada CTE Skill Standards: Multimedia Communications
- Employability Skills for Career Readiness
- Nevada Academic Content Standards (alignment shown in the Nevada CTE Skill Standards):
 - English Language Arts
 - Mathematics
 - Science
- Common Career Technical Core (alignment shown in the Nevada CTE Skill Standards)

Career Clusters

The National Career Clusters® Framework provides a vital structure for organizing and delivering quality CTE programs through learning and comprehensive programs of study (POS). In total, there are 16 Career Clusters in the National Career Clusters Framework, representing more than 79 Career Pathways to help students navigate their way to greater success in college and career. As an organizing tool for curriculum design and instruction, Career Clusters provide the essential knowledge and skills for the 16 Career Clusters and their Career Pathways.^{1 and 2}

¹ Career Clusters | Advance CTE. (2022). Retrieved 31 August 2022, from <https://careertech.org/Career-Clusters>

² The National Career Clusters® Framework. (2022). American Institutes for Research. Retrieved 31 August 2022, from <https://www.air.org/sites/default/files/CTEClusters.pdf>

Program of Study

The program of study illustrates the sequence of academic and career and technical education coursework that is necessary for the student to successfully transition into postsecondary educational opportunities and employment in their chosen career path. (NAC 389.803)

Program Structure

The core course sequencing, with the complementary courses provided in the following table, serves as a guide to schools for their programs of study. Each course is listed in the order in which it should be taught. Complete program sequences are essential for the successful delivery of all state standards in each program area. A program does not have to utilize the complementary courses for students to complete their program of study.

Multimedia Communications**Required Core Course Sequence (R) with Complementary Courses (C)**

Required/ Complementary	Course Title	Abbreviated Name	CIP Code	SCED Subject Area	SCED Course Identifier	SCED Course Level	SCED Unit Credit	SCED Course Sequence	SCED Course Number
R	Multimedia Communications I	MULTIMEDIA COM I	09.0702	10	203	G	1.00	12	10203G1.0012
R	Multimedia Communications II	MULTIMEDIA COM II	09.0702	10	203	G	1.00	22	10203G1.0022
C	Multimedia Communications Advanced Studies	MULTIMEDIA COM AS	09.0702	10	203	E	1.00	11	10203E1.0011
C	CTE Work Experience - Arts, A/V Technology, and Communication	WORK EXPER TECH	99.0003	10	248	G	1.00	11	10248G1.0011

State Skill Standards

The state skill standards are designed to clearly state what the student should know and be able to do upon completion of an advanced high school career and technical education (CTE) program. The standards are designed for the student to complete all standards through their completion of a program of study. The standards are designed to prepare the student for the end-of-program technical assessment directly aligned to the standards. (Paragraph (a) of Subsection 1 of NAC 389.800)

Employability Skills for Career Readiness Standards

Employability skills have, for many years, been a recognizable component of the standards and curriculum in career and technical education programs. The twenty-one standards are organized into three areas: (1) Personal Qualities and People Skills, (2) Professional Knowledge and Skills, and (3) Technology Knowledge and Skills. The standards are designed to ensure students graduate high school properly prepared with skills employers prioritize as the most important. Instruction on all twenty-one standards must be part of each course of the CTE program (NAC 389.800 [1]).

Curriculum Framework

The Nevada CTE Curriculum Frameworks are organized utilizing the recommended course sequencing listed in the program of study and the CTE Course Catalog. The framework identifies the recommended content standards, performance standards, and performance indicators that should be taught in each course.

Career and Technical Student Organizations (CTSOs)

To further the development of leadership and technical skills, students must have opportunities to participate in one or more of the Career and Technical Student Organizations (CTSOs). CTSOs develop character, citizenship, and the technical, leadership and teamwork skills essential for the workforce and their further education. Their activities are considered a part of the instructional day when they are directly related to the competencies and objectives in the course (NAC 389.800 [3]).

Workplace Readiness Skills Assessment

The Workplace Readiness Skills Assessment has been developed to align with the Nevada CTE Employability Skills for Career Readiness Standards. This assessment provides a measurement of student employability skills attainment. Students who complete a program will be assessed on their skill attainment during the completion level course. Completion level courses are identified in the Program Structure table as SCED Course Level “G” and SCED Course Sequence 22 or 33 (NAC 389.800 [1]).

End-of-Program Technical Assessment

An end-of-program technical assessment may be implemented for those programs with current industry validated standards to align with the Nevada CTE Skill Standards for this program. This assessment provides a measurement of student technical skill attainment. Students who complete a program will be assessed on their skill attainment during the completion level course. Completion level courses are identified in the Program Structure table as SCED Course Level “G” and SCED Course Sequence 22 or 33 (NAC 389.800 [1]).

Certificate of Skill Attainment

Each student who completes a course of study must be awarded a certificate which states that they have attained specific skills in the industry being studied and meets the following criteria: A student must maintain a 3.0 grade point average in their approved course of study, pass the Workplace Readiness Skills Assessment, and pass the end-of-program technical assessment, if available (NAC 389.800 [4]).

CTE Endorsement on a High School Diploma

A student qualifies for a CTE endorsement on their high school diploma after successfully completing the following criteria: (1) completion of a CTE course of study in a program area; (2) completion of academic requirements governing receipt of a standard diploma, and (3) meet all requirements for the issuance of the Certificate of Skill Attainment. (NAC 389.815)

CTE College Credit

CTE College Credit is awarded to students based on articulation agreements established by each college for the CTE program, where the colleges will determine the credit value of a full high school CTE program based on course alignment. An articulation agreement will be established for each CTE program designating the number of articulated credits each college will award to students who complete the program.

CTE College Credit is awarded to students who: (1) complete the CTE course sequence with a grade-point average of 3.0 or higher, (2) pass the state end-of-program technical assessment, if available, for the program of study, and (3) pass the Workplace Readiness Assessment for employability skills.

Pre-existing articulation agreements will be recognized until new agreements are established according to current state policy and the criteria shown above.

Please refer to the local high school's course catalog or contact the local high school counselor for more information (NAC 389.800 [3]).

Academic Credit for CTE Coursework

Career and technical education courses meet the credit requirements for high school graduation (1 unit of arts and humanities or career and technical education). Some career and technical education courses meet academic credit for high school graduation. Please refer to the local high school's course catalog or contact the local high school counselor for more information. (NAC 389.672)

Core Courses

Recommended Student Performance Standards

Course Information

Course Title: Multimedia Communications I
Abbreviated Name: MULTIMEDIA COM I
Credits: 1
Prerequisite: None
CTSO: DECA, FBLA or SkillsUSA

Course Description

This course introduces students to various media technologies used in business for digital communications. Areas of study will include website development, user interface, video, photo, written content, social media marketing, and front-end design. Practices incorporate an appreciation of alternative and culturally diverse perspectives essential in business communication. The appropriate use of technology and industry-standard tools and techniques is an integral part of this course.

Technical Standards

CONTENT STANDARD 1.0: INTEGRATE CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOs)

Performance Standard 1.1: Explore the History and Organization of CTSOs

Performance Indicators: 1.1.1-1.1.3

Performance Standard 1.2: Develop Leadership Skills

Performance Indicators: 1.2.1-1.2.6

Performance Standard 1.3: Participate in Community Service

Performance Indicators: 1.3.1-1.3.3

Performance Standard 1.4: Develop Professional and Career Skills

Performance Indicators: 1.4.1-1.4.5

Performance Standard 1.5: Understand the Relevance of Career and Technical Education (CTE)

Performance Indicators: 1.5.1-1.5.3

CONTENT STANDARD 2.0: ELEMENTS & PRINCIPLES OF DESIGN AND COMPOSITION

Performance Standard 2.1: Describe Elements and Principles of Design

Performance Indicators: 2.1.1-2.1.7

Performance Standard 2.2: Explain Composition

Performance Indicators: 2.2.1-2.2.5

CONTENT STANDARD 3.0: MEDIA PLATFORMS (PHOTOGRAPHY, GRAPHIC DESIGN, AUDIO, VIDEO, WEB, LIVE EVENTS)

Performance Standard 3.1: Demonstrate Knowledge of the Trends of Multimedia Communications

Performance Indicators: 3.1.1-3.1.4

Performance Standard 3.2: Identify the Various Components of Multimedia Communications

Performance Indicators: 3.2.1-3.2.6

CONTENT STANDARD 4.0: LEGAL AND ETHICAL ISSUES IN PROJECT DEVELOPMENT

Performance Standard 4.1: Explain Legal and Ethical Issues for Project Development

Performance Indicators: 4.1.1-4.1.5

Performance Standard 4.2: Explain the Legal and Ethical Use of Content

Performance Indicators: 4.2.1-4.2.6

CONTENT STANDARD 5.0: PROPER USE OF PRODUCTION TOOLS AND TECHNIQUES

Performance Standard 5.1: Demonstrate Effective Use of Camera Equipment

Performance Indicators: 5.1.1-5.1.8

Performance Standard 5.2: Demonstrate Proper Use of Lighting Equipment

Performance Indicators: 5.2.1-5.2.2

Performance Standard 5.3: Demonstrate Proper Use of Audio Equipment

Performance Indicators: 5.3.1-5.3.5

Performance Standard 5.4: Practice Production, Planning and Execution

Performance Indicators: 5.4.1, 5.4.8

CONTENT STANDARD 6.0: MARKETING CONCEPTS AND SOCIAL MEDIA

Performance Standard 6.1: Utilize Marketing Information Systems

Performance Indicators: 6.1.1-6.1.3

Performance Standard 6.2: Demonstrate the Nature and Scope of Advertising

Performance Indicators: 6.2.1-6.2.4

Performance Standard 6.3: Demonstrate Comprehension of Branding and Target Marketing

Performance Indicators: 6.3.1-6.3.6

Performance Standard 6.4: Demonstrate Comprehension of Social Media Management

Performance Indicators: 6.4.1-6.4.4

CONTENT STANDARD 7.0: PROFESSIONAL COMMUNICATION

Performance Standard 7.1: Evaluate Information from Various Sources

Performance Indicators: 7.1.1-7.1.4

Performance Standard 7.2: Write Content for Multimedia Communication

Performance Indicators: 7.2.1-7.2.4

Performance Standard 7.3: Demonstrate Effective Verbal Communication Techniques

Performance Indicators: 7.3.1-7.3.5

CONTENT STANDARD 9.0: CAREER EXPLORATION AND BUSINESS SKILLS

Performance Standard 9.1: Prepare and Explore Career Opportunities

Performance Indicators: 9.1.1

Performance Standard 9.2: Apply Workplace Skills to Production Projects

Performance Indicators: 9.2.1-9.2.4

Employability Skills for Career Readiness Standards**CONTENT STANDARD 1.0: DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS**

Performance Standard 1.1: Demonstrate Personal Qualities and People Skills

Performance Indicators: 1.1.1-1.1.7

Performance Standard 1.2: Demonstrate Professional Knowledge and Skills

Performance Indicators: 1.2.1-1.2.10

Performance Standard 1.3: Demonstrate Technology Knowledge and Skills

Performance Indicators: 1.3.1-1.3.4

Alignment to the Nevada Academic Content Standards*

English Language Arts: Language Standards
Reading Standards for Literacy in Science and Technical Subjects
Speaking and Listening
Writing Standards
Writing Standards for Literacy in Science and Technical Subjects

Mathematics: Mathematical Practices

Science: Science and Engineering Practices

*Refer to the Multimedia Communications Standards for alignment by performance indicator.

Course Information

Course Title: Multimedia Communications II
Abbreviated Name: MULTIMEDIA COM II
Credits: 1
Prerequisite: Multimedia Communications I
Program Assessments: TBD
Workplace Readiness Skills
CTSO: DECA, FBLA or SkillsUSA

Course Description

This course is a continuation of Multimedia Communications I and introduces students to various advanced content and media creation techniques used in business for digital communications. Areas of study will include website development, user interface, video, photo, written content, social media marketing, and front-end design. Practices incorporate an appreciation of alternative and culturally diverse perspectives essential in business communication. Upon successful completion of this course, students will have acquired entry-level skills for employment and be prepared for postsecondary education.

Technical Standards**CONTENT STANDARD 1.0: INTEGRATE CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOS)**

Performance Standard 1.1: Explore the History and Organization of CTSOs

Performance Indicators: 1.1.1-1.1.3

Performance Standard 1.2: Develop Leadership Skills

Performance Indicators: 1.2.1-1.2.6

Performance Standard 1.3: Participate in Community Service

Performance Indicators: 1.3.1-1.3.3

Performance Standard 1.4: Develop Professional and Career Skills

Performance Indicators: 1.4.1-1.4.5

Performance Standard 1.5: Understand the Relevance of Career and Technical Education (CTE)

Performance Indicators: 1.5.1-1.5.3

CONTENT STANDARD 4.0: LEGAL AND ETHICAL ISSUES IN PROJECT DEVELOPMENT

Performance Standard 4.1: Explain Legal and Ethical Issues for Project Development

Performance Indicators: 4.1.6

Performance Standard 4.3: Explain Legal and Ethical Issues as it Relates to the Workplace Environment

Performance Indicators: 4.3.1-4.3.4

CONTENT STANDARD 5.0: PROPER USE OF PRODUCTION TOOLS AND TECHNIQUES

Performance Standard 5.1: Demonstrate Effective Use of Camera Equipment

Performance Indicators: 5.1.2, 5.1.9

Performance Standard 5.2: Demonstrate Proper Use of Lighting Equipment

Performance Indicators: 5.2.3-5.2.5

Performance Standard 5.3: Demonstrate Proper Use of Audio Equipment

Performance Indicators: 5.3.6

Performance Standard 5.4: Practice Production, Planning, and Execution

Performance Indicators: 5.4.4, 5.4.9

CONTENT STANDARD 6.0: MARKETING CONCEPTS AND SOCIAL MEDIA

Performance Standard 6.1: Utilize Marketing Information Systems

Performance Indicators: 6.1.4-6.1.7

Performance Standard 6.3: Demonstrate Comprehension of Branding and Target Marketing

Performance Indicators: 6.3.7-6.3.11

Performance Standard 6.4: Demonstrate Comprehension of Social Media Management

Performance Indicators: 6.4.4-6.4.7

CONTENT STANDARD 7.0: PROFESSIONAL COMMUNICATION

Performance Standard 7.1: Evaluate Information from Various Sources

Performance Indicators: 7.1.5-7.1.9

Performance Standard 7.3: Demonstrate Effective Verbal Communication Techniques

Performance Indicators: 7.3.3-7.3.5

CONTENT STANDARD 8.0: CAREER EXPLORATION AND BUSINESS SKILLS

Performance Standard 8.1: Prepare and Explore Career Opportunities

Performance Indicators: 8.1.1-8.1.10

Performance Standard 8.2: Apply Workplace Skills to Production Projects

Performance Indicators: 8.2.1-8.1.7

Performance Standard 8.3: Demonstrate Effective Audio/Visual Techniques

Performance Indicators: 8.3.1-8.3.8

Performance Standard 8.4: Demonstrate Photography Techniques

Performance Indicators: 8.4.1-8.4.4

CONTENT STANDARD 9.0: CAREER EXPLORATION AND BUSINESS SKILLS3

Performance Standard 9.1: Prepare and Explore Career Opportunities

Performance Indicators: 9.1.2

Performance Standard 9.2: Apply Workplace Skills to Production Projects

Performance Indicators: 9.2.2, 9.2.5-9.2.6

Performance Standard 9.3: Explain Business Concepts

Performance Indicators: 9.3.1-9.3.5

Employability Skills for Career Readiness Standards**CONTENT STANDARD 1.0: DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS**

Performance Standard 1.1: Demonstrate Personal Qualities and People Skills

Performance Indicators: 1.1.1-1.1.7

Performance Standard 1.2: Demonstrate Professional Knowledge and Skills

Performance Indicators: 1.2.1-1.2.10

Performance Standard 1.3: Demonstrate Technology Knowledge and Skills

Performance Indicators: 1.3.1-1.3.4

Alignment to the Nevada Academic Content Standards*

English Language Arts: Language Standards
Reading Standards for Literacy in Science and Technical Subjects
Speaking and Listening
Writing Standards
Writing Standards for Literacy in Science and Technical Subjects

Mathematics: Mathematical Practices

Science: Science and Engineering Practices

*Refer to the Multimedia Communications Standards for alignment by performance indicator.

Complementary Courses

Recommended Student Performance Standards

Programs that utilize the complementary courses can include the following:

- Advanced Studies course
- Lab course(s)
- CTE Work Experience courses
- Industry-Recognized Credential course

Course Information

Course Title: Multimedia Communications Advanced Studies

Abbreviated Name: MULTIMEDIA COM AS

Credits: 1

Prerequisite: Multimedia Communications II

CTSO: DECA, FBLA or SkillsUSA

Course Description

This course is offered to students who have achieved all content standards in a program and desire to pursue advanced study through investigation and in-depth research. Students are expected to work independently or in a team and consult with their supervising teacher for guidance. The supervising teacher will give directions, monitor, and evaluate the students' topic of study. Coursework may include various work-based learning experiences such as internships and job shadowing, involvement in a school-based enterprise, completion of a capstone project, and/or portfolio development. This course may be repeated for additional instruction and credit.

Technical Standards

Students have achieved all program content standards and will pursue advanced study through investigation and in-depth research.

Employability Skills for Career Readiness Standards

Students have achieved all program content standards and will pursue advanced study through investigation and in-depth research.

Sample Topics:

- Internship
- Capstone Project
- Level one Tutor/Teaching Assistant
- CTSO Leadership

Course Information

Course Title: CTE Work Experience - Arts A/V Technology and Communication

Abbreviated Name: WORK EXPER TECH

Credits: 1

Prerequisite: Level 1 course and concurrently enrolled in the Level 2 or higher course

CTSO: DECA, FBLA or SkillsUSA

Course Description

This course is designed to expand the students' opportunities for applied learning. This course provides an in-depth CTE work experience that applies the processes, concepts, and principles as described in the classroom instruction. This course will encourage students to explore and develop advanced skills through work-based learning directly related to the program of study. The course must follow NAC 389.562, 389.564, 389.566 regulations.